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ABSTRACT

Outlining the demography of the students and community served by Glendale Community College (GCC), in California, as well as providing indicators of institutional effectiveness, this five-part report is designed to assist faculty, staff, and students understand the college's diversity operations. Section I provides a community profile, including longitudinal data on housing characteristics, ethnicity, population by age, community growth and income, area schools, and GCC enrollees from area high schools. Section II focuses on student access and needs for fall 1992 to fall 1994, including credit and non-credit enrollment statistics by student age, gender, and ethnicity; assessment and placement results for 1994-95; financial aid statistics; and English as a Second Language and Basic Skills course enrollments. Section III provides data on student success for the same period, including information on academic standards; student retention and pass rates by division; student outcomes by ethnicity and other characteristics; characteristics of transfer, vocational preparation, and personal interest students; degrees completed by gender and ethnicity for 1994-95; and Associate in Arts, certificates, and Associate in Science Degrees completed by major from 1992-94. Section IV describes GCC staff by gender, ethnicity, full-time/part-time ratios, and development activities for fall 1994. Finally, section V reviews GCC's fiscal condition as of 1993-94, highlighting state, local, and federal general fund revenues; specific revenue sources; general fund expenditures from 1991-94; expenditures comparisons to state averages; and general fund balances from 1990-94. (KP)

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CAMPUS PROFILE '95

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with the assistance and support of various campus units, especially Data Processing.

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Introduction

Campus Profile is designed to assist faculty, staff, and students understand the college's diversity operations. The publication is organized around an outline from the statewide accountability model and hopes to support campus decision making. It is the intent of the Research & Planning Unit to incorporate accountability reports mandated by the federal government and the state into this document as such requirements develop.

Since the original *Campus Profile '90*, which looked back over all available information, each new edition has focused on a shorter period, typically the last three years. We have, however, provided greater trend information when useful. We have made additions and deletions each year, and will continue to do so as we receive your feedback.

In addition to this publication, the Research & Planning Unit provides an annually updated *Institutional History* for new staff members or individuals with little knowledge of the college's history. We are also working to develop a new data handbook for program review which will provide other information needed for instructional unit self studies, and consequently, provide greater detail about individual areas for all information users. This new publication will be available soon.

We look forward to your feedback.

Research & Planning Unit
August 1995

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SECTION I
COMMUNITY PROFILE

SECTION I.1: INTRODUCTION

Information available from the 1990 Census indicates that the city's population size and diversity match prior projections of the Research & Planning Unit. Glendale's population grew by 29.5% during the 1980's, compared to 16.6% for Los Angeles County as a whole. Glendale grew at a rate almost three times as fast as Burbank and Pasadena, and almost twice as fast as the city of Los Angeles. City estimates put the population of the city at 186,910 as of July 1, 1993.

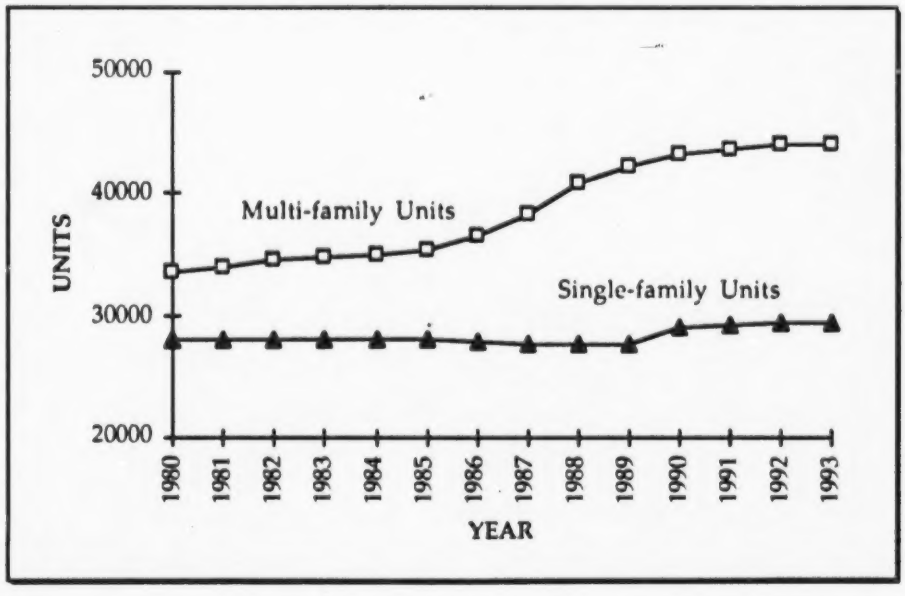
Growth during the 1980's has also changed the city in a qualitative way. Most of the growth occurred with the addition of apartments and condominiums (multiple-family dwelling units) in south and central Glendale. Glendale now has as high a percentage of people living in multiple-family dwelling units as the city of Los Angeles.

Glendale has also become much more diverse in terms of ethnicity. In 1980, 74% of the residents were non-Hispanic Caucasian, while by 1990, non-Hispanic Caucasians accounted for only 53% of the population. The following tables highlight a few major findings for Glendale from the 1990 U.S. Census.

Section I.1A *Housing Characteristics*

A fundamental structural change occurred in the community's housing stock as the number of multiple-family dwellings rapidly increased, as evidenced in Figure I.1A.01 below.

Figure I.1A.01: Housing Units Available in Glendale



The growth in Glendale's housing stock was essential to the rapid population growth that far outstripped its two neighboring cities. The result, however, means Glendale is far more "urban" in character than its reputation. Table I.1A.01 below compares the tri-city area's housing stock.

Table I.1A.01: Types of Housing Structures

TYPE OF UNIT	GLENDALE		BURBANK		PASADENA	
Single Family	29,003	40.2%	21,075	51.2%	28,414	53.6%
2 to 9 Units	17,553	24.3%	9,167	22.3%	9,322	17.6%
10 or More Units	24,678	34.2%	10,486	25.4%	14,513	27.4%
Mobile/Modular	880	1.2%	488	1.2%	783	1.5%
Total Units	72,114	100.0%	41,216	100.0%	53,032	100.0%

Section I.1B *Ethnicity*

The growing diversity of Glendale is a general reflection of the economic, political, and social trends many refer to as the coming of the "Pacific Century." The community's ethnic diversity begins to be understood in the standard federal categories of Table I.1B.02 below. The true magnitude of the community's diversity is somewhat camouflaged as at least one-third of the "Caucasian" population of Glendale is immigrant Armenians.

Table I.1B.01: City of Glendale Ethnic Breakdown

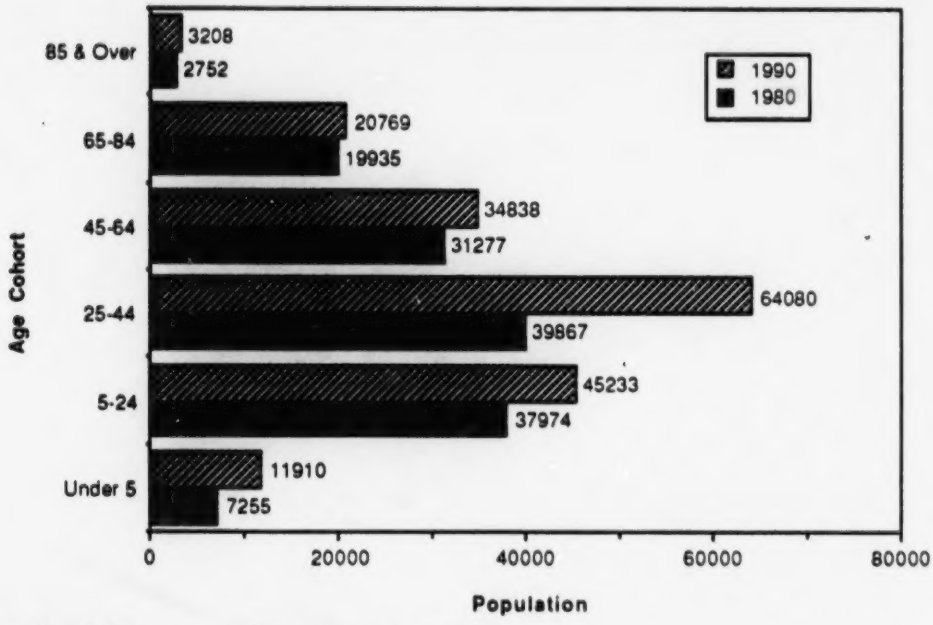
ETHNICITY	1980		1990	
Caucasian (non-Hispanic)*	102,904	74.0%	95,539	53.1%
Hispanic Origin	24,613	17.7%	37,731	21.0%
African-American	695	0.5%	2,334	1.3%
American Indian	681	0.5%	629	0.4%
Asian/Pacific Islander*	7,787	5.6%	25,453	14.1%
Other Race*	2,364	1.7%	18,352	10.2%
Total	139,044	100.0%	180,038	100.0%

*Although "Other" may contain a variety of ethnic groups, including Hispanics and Filipinos, we think it is safe to assume that in Glendale the majority of "Others" are immigrant Armenians. We also assume that the majority of Filipinos have been classified in the "Asian/Pacific Islanders" category. The "Caucasian (non-Hispanic)" category was tabulated by subtracting Hispanic origin from the total Caucasian category. Because some of those who responded that they were of Hispanic origin may have said they were "Other," we may be underestimating the percentage of Caucasians.

Section I.1C *Population by Age Cohorts*

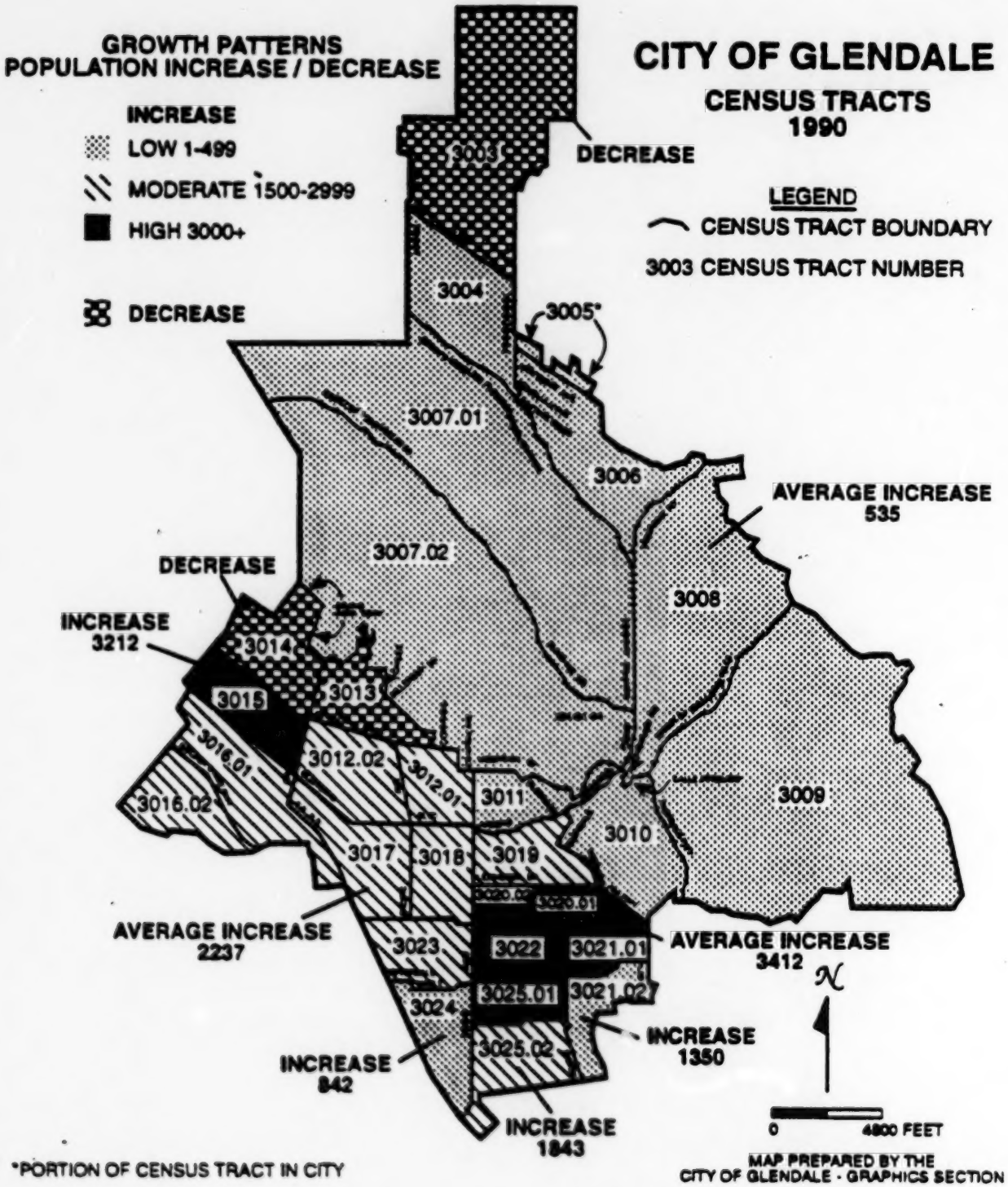
The chart below shows population growth in Glendale by age cohort. Growth in the age cohorts from 5 to 44 years of age accounted for 77% of the city's growth and is particularly important to the college. Ninety-one percent of our students fall into the ages between 17 and 44 years old. The age cohort from 25 to 44 grew by 61% from 1980 to 1990—that's twice the rate for the city as a whole. So the impact of the community's growth on the college during the 1980's was greater than the overall growth figures for the city would have suggested. While the growth in housing stock fueled the population surge in the 1980's, a birth surge will likely be the primary component of growth in the 1990's. It is possible that Glendale households will have up to 2,500 births a year during the 1990's.

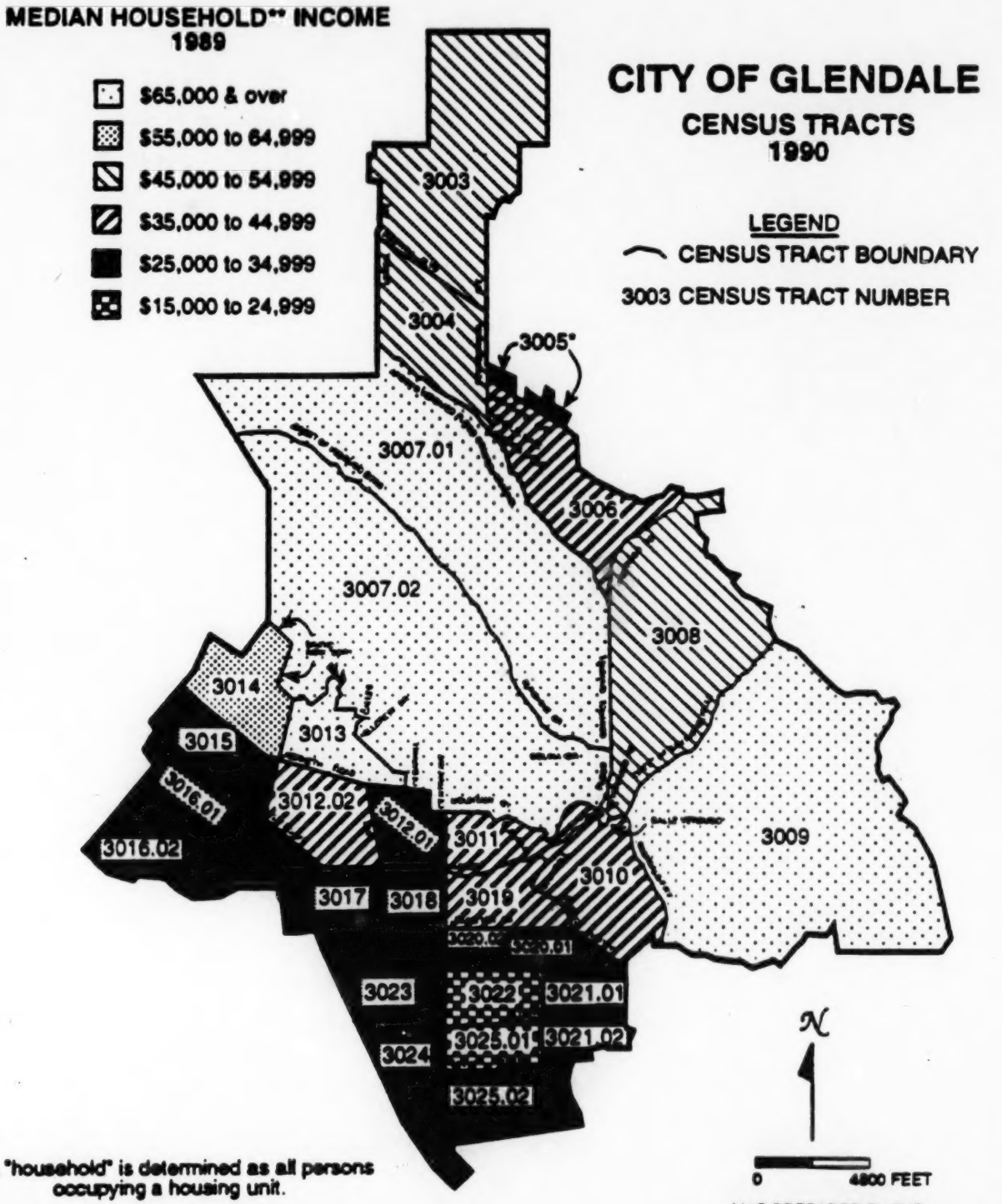
Figure I.1C.01: Glendale Population by Age Cohort



Section I.1D *Growth and Income*

The maps on the next two pages are from the Housing Authority of the City of Glendale. The first shows how the 1980's numeric growth was most pronounced in the southern part of the city, with the middle section of the city growing more like the areas around the city; several areas within the city actually declined in population during the 1980's. The second map graphs the best available household income information for the city—this highlights the fact that growth has been most rapid in the least wealthy sections of the community. Glendale's poverty rate grew even faster than the city during the 1980's; 14.4% of the households are below poverty level, similar to the county rate of 15.1%.


GROWTH PATTERNS
POPULATION INCREASE / DECREASE
INCREASE
LOW 1-499
MODERATE 1500-2999
HIGH 3000+
DECREASE
CITY OF GLENDALE
CENSUS TRACTS
1990
LEGEND
CENSUS TRACT BOUNDARY
3003 CENSUS TRACT NUMBER
3003
DECREASE
3004
3005*
3007.01
3006
AVERAGE INCREASE
535
DECREASE
3007.02
3008
INCREASE
3212
3014
3015
3013
3016.01
3012.02
3012.01
3016.02
3011
3009
3017
3018
3019
3010
3020.02
3020.01
AVERAGE INCREASE
2237
3023
3022
3021.01
AVERAGE INCREASE
3412
3025.01
3021.02
3024
INCREASE
1350
3025.02
INCREASE
842
INCREASE
1843
N
0
4800 FEET
*PORTION OF CENSUS TRACT IN CITY
MAP PREPARED BY THE
CITY OF GLENDALE - GRAPHICS SECTION


MEDIAN HOUSEHOLD** INCOME
1989
$65,000 & over
$55,000 to 64,999
$45,000 to 54,999
$35,000 to 44,999
$25,000 to 34,999
$15,000 to 24,999
CITY OF GLENDALE
CENSUS TRACTS
1990
LEGEND
CENSUS TRACT BOUNDARY
3003 CENSUS TRACT NUMBER
3003
3004
3005*
3007.01
3006
3007.02
3008
3014
3013
3015
3016.01
3012.02
3012.01
3016.02
3011
3009
3010
3017
3018
3019
3020.02
3020.01
3023
3022
3021.01
3025.01
3021.02
3024
3025.02
N
0
4800 FEET
** A "household" is determined as all persons occupying a housing unit.
*PORTION OF CENSUS TRACT IN CITY
MAP PREPARED BY THE
CITY OF GLENDALE - GRAPHICS SECTION

SECTION I.2: AREA SCHOOL INFORMATION

Section I.2A *Area Schools*

The college draws from a wide geographical area and has a foreign student population (F1 Visa) among the ten largest at community colleges in the country. The Glendale Unified School District has, however, historically provided about forty percent of the college's freshmen each year. The Unified District, like the college, has experiencing increased cultural and linguistic diversity over the last decade.

Below is information about the enrollment of the Unified District with ethnic and language proficiency information.

Table I.2A.01: 1994-95 Glendale Unified School District Ethnic/Racial Population by School Levels

ETHNIC/RACIAL GROUP	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	TOTAL
American Indian	17	5	10	32
Black	196	70	87	353
Asian	1,672	699	1,097	3,468
Hispanic	3,903	1,317	1,659	6,879
Filipino	565	238	356	1,159
Pacific Islander	15	8	11	34
Middle Eastern	5,028	2,036	2,569	9,633
White (not Middle Eastern)	4,168	1,326	2,009	7,503
TOTAL	**15,564**	**5,699**	**7,798**	**29,061**
Limited English Proficient	9,353	2,490	3,074	14,917
Percentage LEP	60%	44%	39%	51%
Fluent English Proficient	1,469	1,492	2,134	5,095
Percent FEP	9%	26%	27%	18%
Percent Non-native Speakers of English	**69.5%**	**69.9%**	**66.8%**	**68.9%**

Section I.2B *High School Articulation*

Below is a history of the flow of high school graduates to the college over the last few years and in 1981 (the first year of available data). GCC's "take" from individual high schools varies from year to year even as most high schools have grown in size. Recruiting activity seems to have a large impact on the number of freshmen from any particular high school.

Table I.2B.01: Fall Freshmen by High School of Origin

HIGH SCHOOL	1981	1991	1992	1993	1994
Glendale	231	234	231	234	259
Hoover	174	230	184	180	177
Crescenta Valley	195	80	86	91	93
Daily	16	5	11	14	14
Burbank	45	55	61	53	62
Burroughs	33	33	47	50	41
Belmont	10	25	24	34	34
Eagle Rock	72	37	49	32	47
Fairfax	5	6	6	2	4
Francis Poly (SV)	1	7	9	6	8
Franklin	58	41	42	41	46
Grant (VN)	1	10	5	6	4
Hollywood	12	26	36	17	22
La Cañada	5	6	21	15	6
Lincoln	4	7	11	23	7
Los Angeles	0	6	7	12	7
Marshall	68	58	89	71	63
North Hollywood	2	13	4	5	10
T. Roosevelt	0	4	6	24	6
Verdugo Hills	43	39	35	25	40
Alhambra					15
Alex Pilibos	0	3	7	13	5
Bellarmine-Jefferson	21	18	26	26	39
Glendale Academy	10	7	6	3	6
Holy Family	25	15	20	16	21
Notre Dame (SO)	0	10	7	9	6
Pater Noster	25	6	1	0	0
Providence	4	7	3	10	3
Ribet Academy	0	2	5	0	1
Sacred Heart	1	22	4	1	5
St. Francis	18	14	18	10	20
Village Christian	0	12	7	6	5
Others	195	220	285	288	246
Percent Glendale USD	48.4%	44.2%	37.8%	39.6%	40.6%
Percent Other	15.3%	17.7%	21.1%	22.0%	18.4%
Percent Privates	8.2%	9.3%	7.7%	7.2%	8.3%
Top 15 Percent	81.3%	73.9%	71.6%	70.1%	73.2%
Total Freshmen	1274	1242	1353	1309	1337

SECTION II
STUDENT ACCESS

SECTION II.1: ENROLLMENT STATISTICS

This section includes enrollment trends and a review of the support and instructional programs which promote access.

Section II.1A *Enrollment Statistics—Credit Programs*

Table II.1A.01: Enrollment Status

STATUS	FALL 1992		FALL 1993		FALL 1994	
Continuing	10,047	65.6%	9,916	68.4%	9,515	67.2%
New	3,841	25.1%	3,396	23.4%	3,384	23.9%
Returning	1,436	9.4%	1,185	8.2%	1,257	8.9%
Total	15,324	100.0%	14,497	100.0%	14,156	100.0%

Table II.1A.02: Student Enrollment by Age Cohort

AGE	FALL 1992		FALL 1993		FALL 1994	
20 & Under	4,426	28.9%	4,426	30.5%	4,377	30.9%
21 - 25	4,103	26.8%	3,968	27.4%	3,870	27.3%
26 - 30	2,146	14.0%	1,964	13.5%	1,864	13.2%
31 - 50	4,016	26.2%	3,663	25.3%	3,612	25.5%
51 & Over	633	4.1%	476	3.3%	433	3.1%
Total	15,324	100.0%	14,497	100.0%	14,156	100.0%

Table II.1A.03: Student Enrollment by Gender

GENDER	FALL 1992		FALL 1993		FALL 1994	
Male	6,591	43.0%	6,270	43.3%	6,005	42.4%
Female	8,733	57.0%	8,227	56.7%	8,151	57.6%
Total	15,324	100.0%	14,497	100.0%	14,156	100.0%

Figure II.1A.01: Age Cohorts by Gender, Fall 1994

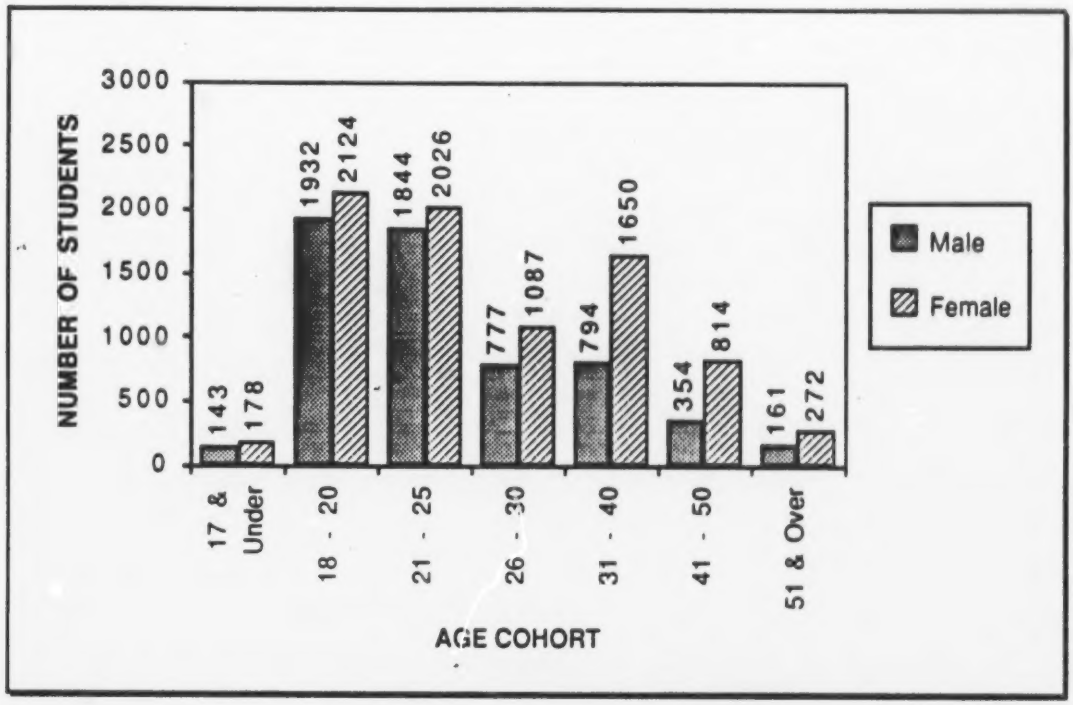


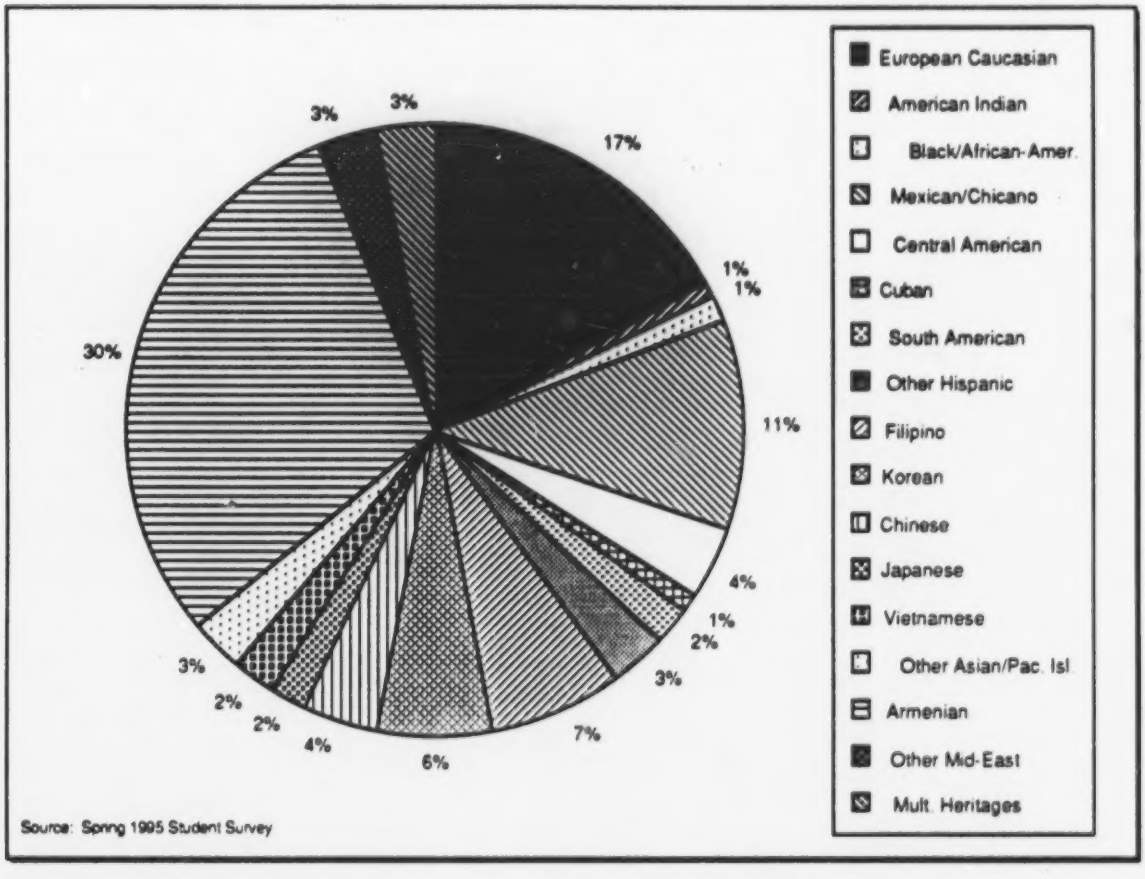
Table II.1A.04: Credit and Non-Credit Enrollment Trends

	FALL 1992		FALL 1993		FALL 1994	
Full-Time Credit	2,525	11.3%	3,359	15.6%	4,166	20.4%
Part-Time Credit	12,619	56.6%	11,138	51.7%	9,990	48.9%
Non-Credit	7,148	32.1%	7,061	32.7%	6,276	30.7%
Total	22,292	100.0%	21,558	100.0%	20,432	100.0%

Table II.1A.05: Credit Enrollment by Day, Evening, or Both

	FALL 1992		FALL 1993		FALL 1994	
Night	5,037	32.9%	4,338	29.9%	4,190	29.6%
Day	5,859	38.2%	5,878	40.5%	5,781	40.8%
Both	4,428	28.9%	4,281	29.5%	4,185	29.6%
Total	15,324	100.0%	14,497	100.0%	14,156	100.0%

Figure II.1A.02: 1995 Spring Student Survey Ethnicity (Credit Students)



NOTE: In the above graph, the order of ethnicities in the legend corresponds to the clockwise order of segments of the graph. The first segment, starting at 12 o'clock on the graph, shows that European Caucasians make up about 17% of credit enrollment. The second clockwise segment corresponds to American Indian enrollment (1%), the next to Black/African-American enrollment (1%), the next to Mexican/Chicano enrollment (11%), etc. (Also note that percentages are rounded off.)

Table II.1A.06: Credit Enrollment by Ethnicity (Federal Categories)

ETHNICITY	FALL 1992	FALL 1993	FALL 1994
Caucasian	53.1%	52.7%	52.6%
Hispanic	23.4%	23.4%	23.7%
Asian	13.7%	14.2%	14.3%
Filipino	5.9%	6.1%	6.2%
African-American	2.1%	1.9%	2.4%
American Indian	0.5%	0.5%	0.5%
Other	1.3%	1.1%	0.8%

NOTE: Caucasian category includes Armenian students.

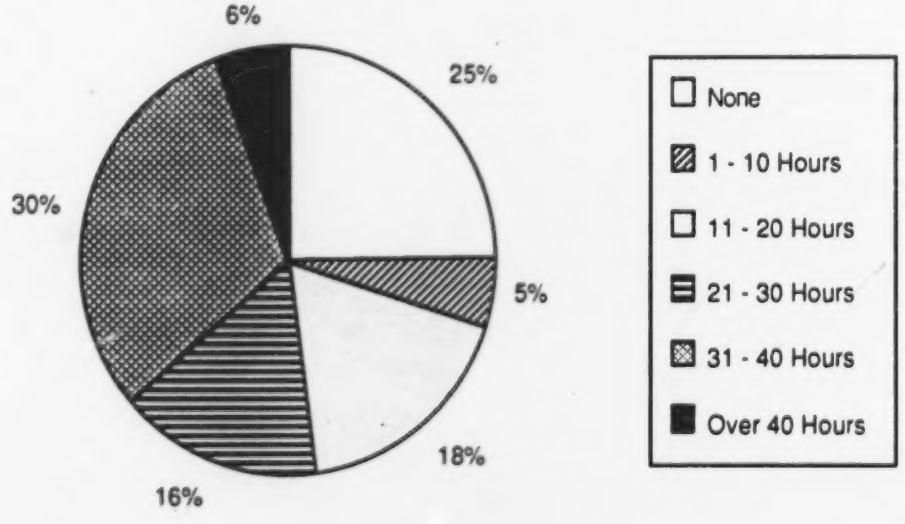
Table II.1A.07: Credit Enrollment by Completed Course Load

UNITS	FALL 1992		FALL 1993		FALL 1994	
0	3,272	21.6%	1,770	12.2%	829	5.9%
0.1 - 5.9	5,168	34.1%	4,860	33.5%	4653	32.9%
6.0 - 11.9	4,179	27.6%	4,508	31.1%	4508	31.8%
12.0 or More	2,525	16.7%	3,359	23.2%	4166	29.4%

Table II.1A.08: Credit Enrollment by District Status

DISTRICT	FALL 1992	FALL 1993	FALL 1994
Local	47.9%	48.0%	48.4%
Out-of-State	0.6%	0.6%	0.5%
International	3.2%	3.7%	3.4%
Other Foreign	1.1%	0.8%	0.6%
LA District	41.4%	41.2%	41.9%
Other Districts	5.8%	5.7%	5.2%

Figure II.1A.03: Number of Hours Worked by Students, 1995 Spring Student Survey



Source: Spring 1995 Student Survey

Average Number of Hours Worked, Spring 1995: Mean = 22.6 Hours
Median = 23.0 Hours

SECTION II.1B *Enrollment Statistics—Non-Credit Programs*

The data demands made on non-credit programs have been far different than those made on credit programs, and—in comparison to credit data—the quality of our non-credit enrollment data is poor. In general, for any particular variable, 25% of the non-credit student data files have missing or invalid information. The presentation of the following information is based on available information with extrapolation for missing or invalid responses for 1992. For 1993 and forward, actual MIS data has been reported.

Table II.1B.01: Enrollment in Non-Credit Classes by Gender

GENDER	FALL 1992		FALL 1993		FALL 1994	
Male	2,152	30.1%	1,581	22.4%	1,455	23.2%
Female	4,996	69.9%	4,049	57.3%	3,630	57.8%
Unknown	---	---	1,431	20.3%	1,191	19.0%
Total	7,148	100.0%	7,061	100.0%	6,276	100.0%

Figure II.1B.01: Non-Credit Enrollment by Age Cohort

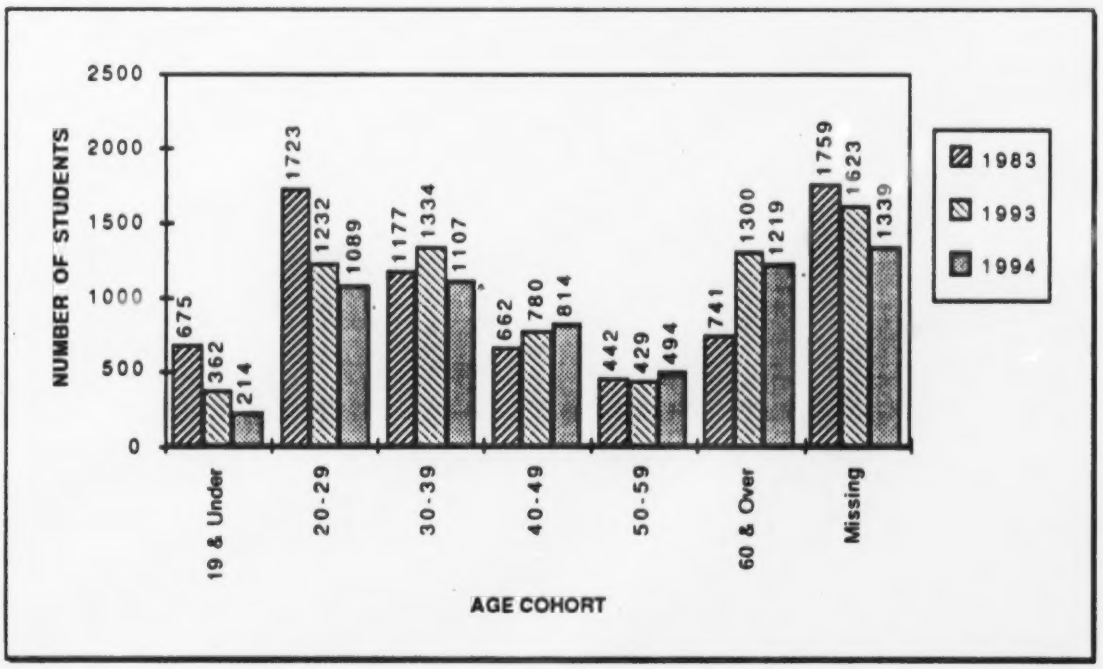


Table II.1B.02: Non-Credit Enrollment by Ethnicity

ETHNICITY	FALL 1992	FALL 1993	FALL 1994
American Indian	0.5%	0.2%	0.2%
Asian/Pac. Isl.	10.9%	8.6%	9.3%
African-American	1.0%	0.8%	0.8%
Caucasian	51.1%	37.0%	35.1%
Hispanic	28.3%	22.9%	22.9%
Filipino	1.9%	1.6%	2.4%
Other	6.2%	5.6%	6.5%
Missing	---	23.3%	22.7%

NOTE: Caucasian category includes Armenian students.

Table II.1B.03: Non-Credit Enrollment by Visa Type

VISA	FALL 1992	FALL 1993	FALL 1994
US Citizen	41.9%	35.3%	31.2%
No Visa	6.2%	3.3%	3.3%
Permanent Resident	31.2%	21.7%	25.5%
Refugee	3.2%	1.1%	1.0%
Student Visa	1.0%	0.8%	0.7%
Other	16.5%	12.0%	13.8%
Amnesty	0.0%	n/c	n/c
Missing	---	25.8%	24.5%

Table II.1B.04: Non-Credit Enrollment by District Status

STATUS	FALL 1992	FALL 1993	FALL 1994
GCCD Resident	60.3%	57.4%	59.9%
Other/Unknown	39.7%	42.6%	40.1%

Section II.2: STUDENT NEEDS

Students arrive at the college with a variety of educational backgrounds and support needs. The college seeks to provide students with information and support.

Section II.2A *Assessment and Placement Results, 1994-95*

Table II.2A.01: Percentages of Students Placed Into Chemistry, English, ESL, and Math Courses, 1994-95

Chemistry Placement

Total Number Placed	159
Approved for CHEM 110	6.9%
Approved for CHEM 101, Recommended CHEM 110	27.7%
Fully Qualified for CHEM 101	65.4%

English Placement: Composition

Total Number Placed	4,429
Missing Placement	.7%
ENGL 189	5.5%
ENGL 191	25.0%
ENGL 120	44.2%
ENGL 101	24.5%

ESL Placement: Listening/Speaking

Total Number Placed	1,778
ESL 115	10.5%
ESL 125	33.6%
ESL 135	24.0%
ESL 145	18.8%
ESL 155	9.9%
Exempt	3.1%

ESL Placement: Composition

Total Number Placed	1,778
ESL 111	26.4%
ESL 121	33.1%
ESL 131	23.3%
ESL 141	11.7%
ESL 151	.6%
Undetermined	4.9%

Mathematics Placement

Total Number Placed	4,668	Course Options
MATH Level 1	26.5%	Math 151, 152
MATH Level 2	8.2%	Math 153
MATH Level 3	30.0%	Math 141, 145
MATH Level 4	22.2%	Math 101, 140, 115
MATH Level 5	8.2%	Math 100, 102, 110, 111, 112, 135, 136
MATH Level 6	4.8%	Math 103

Section II.2B *Financial Aid*

Table II.2B.01: Number and Percentage of Students Awarded Financial Aid

	FALL 1992	FALL 1993	FALL 1994
Number with Financial Aid	4,017	4,393	4,752
Percentage with Financial Aid	26.2%	30.3%	33.6%

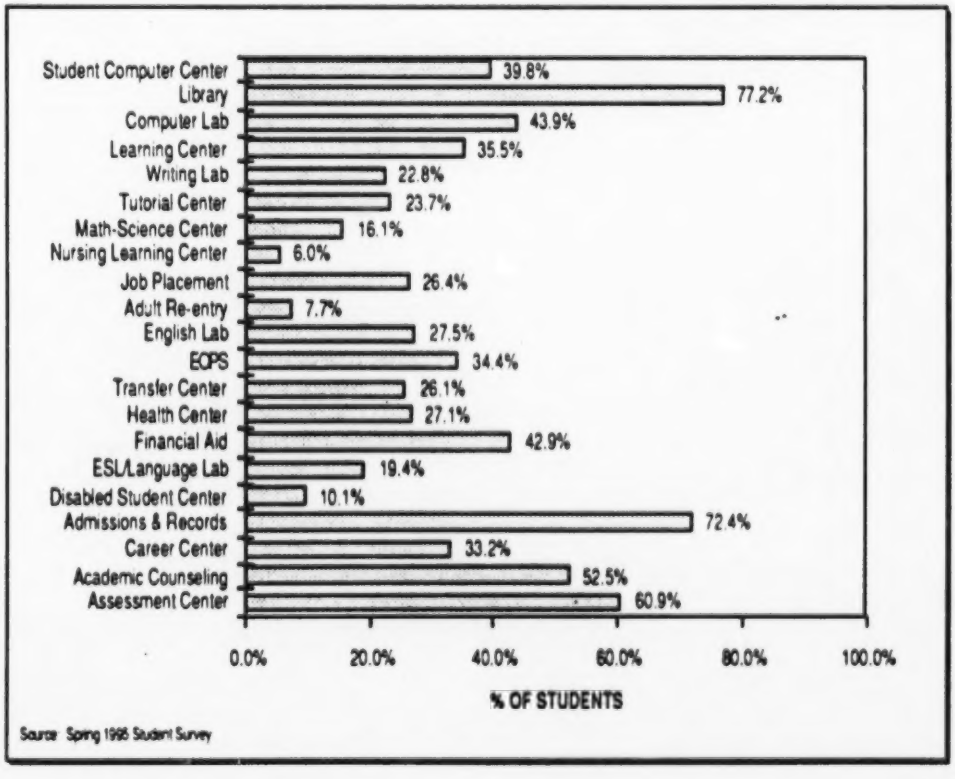
Table II.2B.02: Unmet Need by Fiscal Year

	1992-93	1993-94	1994-95
Unmet Need	$11,088,227	$14,011,826	$16,191,261

Among students with financial aid awards, *Unmet Need* is the *need* less the actual *award* made.

Section II.2C *Programs Designed to Increase Student Access and Success*

Figure II.2B.01: Use of Support Services, 1995 Spring Student Survey



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Section II.2D *ESL and Basic Skills Course Offerings*

The following tables show Enrollment, Retention, and Success in ESL and basic skills classes. The numbers of enrollments for such classes are listed in the *Enrollments* rows of the tables. *Retention* refers to completion of the class with any grade other than W (withdraw). *Success* refers to completion of the class with a grade of A, B, C, or Credit.

Table II.2D.01: Enrollment in ESL Classes

	FALL 1992		FALL 1993		FALL 1994	
	Number	% Enroll	Number	% Enroll	Number	% Enroll
ESL Enrollments	2,374	100.0%	2,718	100.0%	2,694	100.0%
Retention	2,155	90.8%	2,604	95.8%	2,521	93.6%
Success	1,639	69.0%	1,991	73.2%	1,910	70.9%

NOTE: "% Enroll" column refers to the retention and success rates of students enrolled in ESL classes.

Table II.2D.02: Enrollment in Basic Skills Classes*

	FALL 1992		FALL 1993		FALL 1994	
	Number	% Enroll	Number	% Enroll	Number	% Enroll
Basic Skills Enrollments	1,518	100.0%	1,211	100.0%	1,399	100.0%
Retention	1,300	85.6%	1,053	87.0%	1,205	86.1%
Success	972	64.0%	818	67.5%	928	66.3%

*This is the "matriculation" definition of basic skills relative to non-special status courses:
MATH 151, 152, 153, 190, and
ENGL 181, 182, 183, 184, 185, 188, 189, 190, 191, and 192

NOTE: "% Enroll" column refers to the retention and success rates of students enrolled in basic skills classes.

SECTION III
STUDENT SUCCESS

SECTION III.1: ACADEMIC STANDARDS

Weekly Student Contact Hours (WSCH) by Division

In the past we have reported WSCH totals based on an estimated equivalent developed using the funding formula calculating ADA (Average Daily Attendance). The funding formula has changed, the college is now funded on FTES (Full-Time Equivalent Students) which the college actually calculates by hand. The state MIS system, however, requires that the college submit the basic accounting information to the Chancellor's Office so that the process can become automated at some point. Consequently, the Data Processing Unit staff are working to develop this report and in the process produce a new (and improved) way of reporting FTES at the division, department, and/or course level. Hopefully, this new system will be operational this fall.

SECTION III.2: COURSE TAKING

Retention is recorded by comparing the number of students in the class at the first census with the number of students at the end of the semester. A successful student is one who completes the class with a grade of "A," "B," "C," or "Credit." The table below provides division-level information.

Figure III.2.01: Fall 1994 Enrollments, Retention, and Success by Division

Division	Enrollments	Retention	Success	% Successful
Allied Health	654	591	534	81.7%
Aviation & Trans.	262	248	215	82.1%
Biology	952	814	648	68.1%
Business	5,058	4,455	3,619	71.6%
ESL	2,694	2,521	1,910	70.9%
Visual & Perf. Arts	3,711	3,167	2,655	71.5%
Physical Ed.	2,769	2,496	2,080	75.1%
Language Arts	5,505	4,747	3,908	71.0%
Math	3,302	2,758	1,965	59.5%
Physical Science	1,399	1,259	1,026	73.3%
Social Science	7,456	6,435	4,753	63.7%
Student Dev.	1,370	1,290	1,054	76.9%
Technical Ed.	2,054	1,868	1,614	78.6%

SECTION III.3: STUDENT OUTCOMES/EQUITY

The following page shows outcome information for students of different ethnic, gender, age, disability, visa, and age groups. These categories are derived from the college's Student Equity Plan (adopted by the Board of Trustees in October, 1994). The following list describes the statistics presented in the table:

Units Attempted	The number of units, as of the census date, in which a student enrolled for the Fall 1994 semester. The *median* is the number for which half the students attempted more units and half the students attempted fewer units. The *mean* is the average number of units attempted.
Units Completed	The number of units a student completed (did not drop or withdraw) in the Fall 1994 semester.
% Zero	The percentage of students completing zero units in Fall 1994.
Spring Persistence	The percentage of students in the Fall 1994 sample who also enrolled in Spring 1995.
Completers' GPA	The Grade Point Average of students who completed more than zero units in Fall 1994.
% Zero	The percentage of students completing more than zero units who obtained a semester Grade Point Average of zero.
% "4.0"	The percentage of students completing more than zero units who obtained a semester Grade Point Average of 4.0.
Spring Persistence	The percentage of students completing more than zero units in Fall 1994 who also enrolled in Spring 1995.

Table III.3.01: Fall 1994 Collegewide Success Comparison

	Units Attempted		*Units Attempted*		%	Spring	Sample		*Completers' GPA*		%	%	Spring	Sample
	Median	Mean	Median	Mean	Zero	Persist.	Size		Median	Mean	Zero	"4.0"	Persist.	Size
Collegewide	7.00	7.75	5.00	5.94	20.0%	71.9%	14,156		2.75	2.58	3.8%	15.9%	82.8%	11,318
American Indian	6.50	7.42	3.00	4.96	26.6%	64.1%	64		2.80	2.43	8.5%	12.8%	74.5%	47
Asian	10.00	9.21	6.00	7.17	19.9%	71.7%	1,957		2.59	2.68	1.1%	12.6%	82.7%	1,567
Black	6.00	7.59	3.25	5.04	22.5%	58.6%	338		2.03	2.22	6.5%	12.6%	71.0%	262
Caucasian Citizen	6.00	7.09	5.00	5.65	19.5%	70.0%	5,018		2.84	3.00	3.2%	24.3%	80.6%	4,039
Caucasian Resident	9.00	8.34	6.00	6.61	16.1%	81.0%	2,428		2.61	2.47	5.1%	10.9%	90.3%	2,036
Latino Citizen	6.00	7.39	4.00	5.24	23.7%	69.0%	1,994		2.42	2.35	5.6%	11.7%	81.6%	1,521
Latino Resident	6.00	7.25	4.00	5.02	24.2%	68.4%	1,047		2.33	2.28	5.2%	10.2%	81.7%	794
Latino Other	7.00	7.72	5.00	5.97	17.6%	78.1%	306		2.37	2.31	3.2%	5.6%	88.1%	252
Filipino	8.00	8.26	6.00	6.19	20.9%	71.8%	884		2.50	2.49	2.3%	11.9%	81.5%	699
Others	6.25	7.21	5.00	5.58	16.1%	75.0%	112		3.00	2.63	4.3%	11.7%	79.8%	94
Male	8.00	8.12	5.00	6.06	20.9%	70.9%	6,005		2.63	2.52	3.5%	14.5%	82.2%	4,749
Female	6.50	7.42	5.00	5.85	19.4%	72.6%	8,151		2.88	2.62	4.0%	17.0%	83.2%	6,569
With Disability	6.00	7.16	4.50	5.45	20.8%	72.8%	716		2.90	2.52	12.3%	19.0%	84.8%	567
F-1 (Student) Visa	13.00	12.43	12.00	10.53	8.3%	76.4%	504		2.50	2.44	1.1%	4.1%	82.3%	462
Male Under 25	10.00	9.39	6.00	6.86	19.9%	73.8%	3,670		2.46	2.37	2.7%	25.4%	84.3%	2,938
Male Over 24	5.00	6.11	3.00	4.80	22.4%	66.3%	2,335		3.00	2.77	4.9%	7.7%	78.8%	1,811
Female Under 25	10.00	9.22	6.00	6.96	18.4%	75.9%	4,025		2.50	2.40	2.7%	26.3%	86.0%	3,285
Female Over 24	5.00	5.79	3.00	4.76	20.4%	69.5%	4,126		3.00	2.84	5.2%	4.1%	80.4%	3,284

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SECTION III.4: CHARACTERISTICS OF GOAL-SEEKING STUDENTS

The stated educational goals of students are initially collected on the application and thereafter updated at registration.

Table III.4.01: Credit Enrollment by Educational Goal

	FALL 1992		FALL 1993		FALL 1994	
GOAL	Number	Percent	Number	Percent	Number	Percent
Transfer, No AA	2,346	15.3%	2,125	14.7%	1,995	14.1%
Transfer With AA	5,532	36.1%	5,582	38.5%	5,429	38.4%
Vocational AA	407	2.7%	306	2.1%	306	2.2%
General Ed. AA	1,465	9.6%	1,377	9.5%	1,349	9.5%
Certificate	713	4.7%	651	4.5%	657	4.6%
Maintain Job	823	5.4%	678	4.7%	642	4.5%
New Job	1,117	7.3%	1,016	7.0%	1,033	7.3%
Personal Interest	2,586	16.9%	2,399	16.5%	2,429	17.2%
Missing	335	2.2%	363	2.5%	310	2.3%
Total	15,324	100.0%	14,497	100.0%	14,156	100.0%

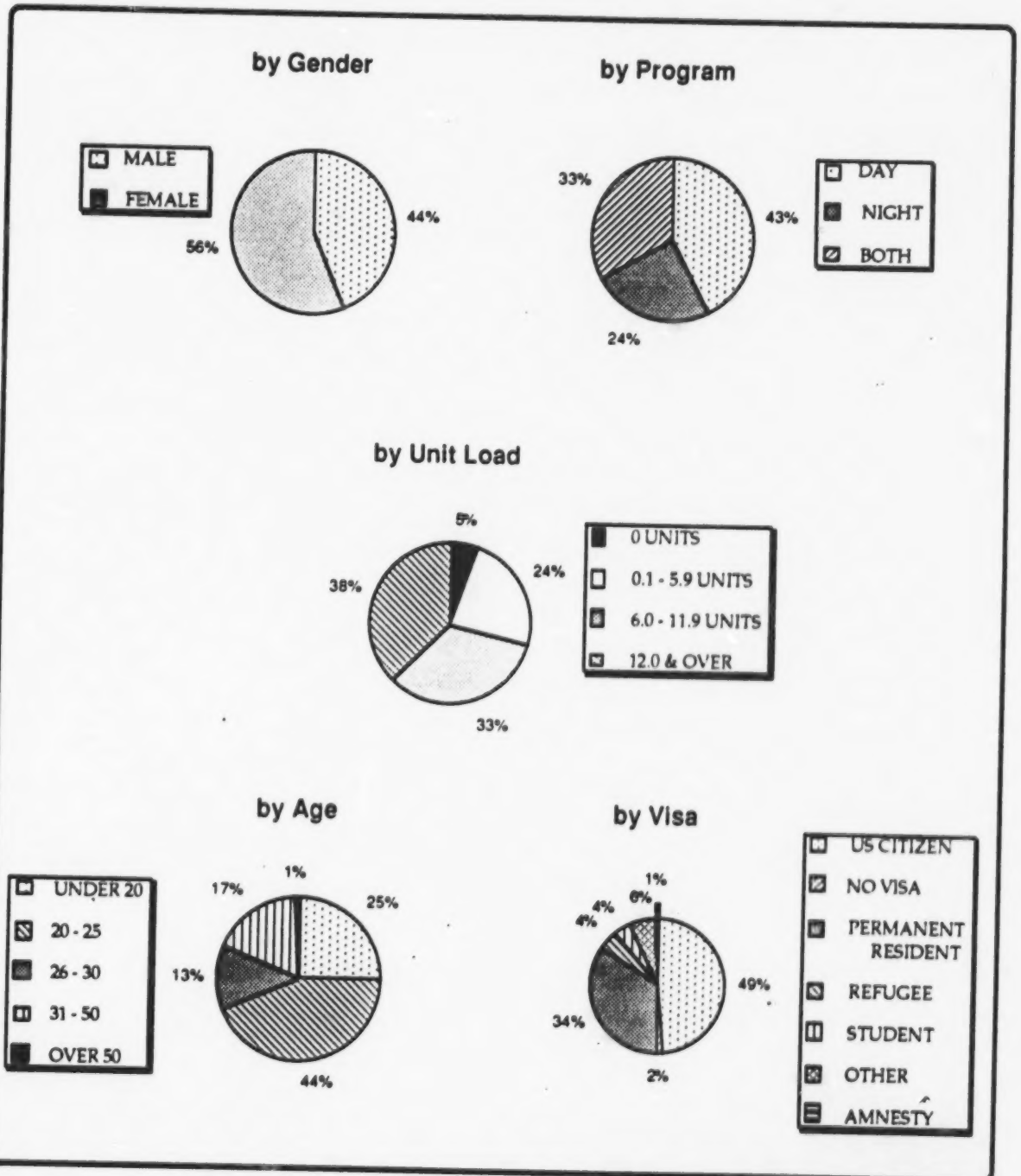
SECTION III.4A: CHARACTERISTICS OF TRANSFER GOAL STUDENTS

In Fall 1994, 7424 students (52.4% of all credit students) stated that their educational goal was to transfer to a four-year college.

Table III.4A.01: Transfer Students by Ethnicity

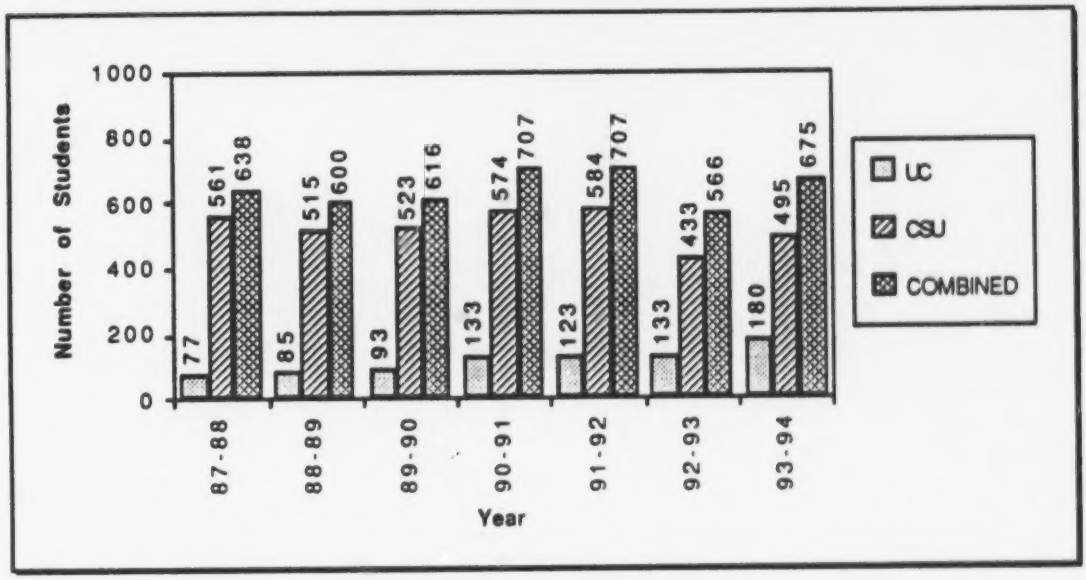
ETHNICITY	FALL 1992	FALL 1993	FALL 1994
Caucasian	50.5%	50.8%	50.5%
Hispanic	22.5%	22.4%	22.7%
Asian	16.3%	16.6%	15.9%
Filipino	6.3%	6.4%	7.0%
African-American	2.2%	2.0%	2.5%
American Indian	0.5%	0.5%	0.4%
Other	1.7%	1.3%	0.9%

Figure III.4A.01: Characteristics of Transfer Goal Students in Fall 1994



NOTE: In these pie charts (and all pie charts in the *Campus Profile*), the top category listed in the chart's legend corresponds to the first pie slice starting at 12 o'clock in the chart. The second category corresponds to the second clockwise slice, and the categories continue clockwise around the pie.

Figure III.4A.02: Transfers to UC and CSU



SECTION III.4B: CHARACTERISTICS OF VOCATIONAL PREPARATION STUDENTS

In Fall 1994, 963 students (6.8% of all credit students) said their educational goal was to obtain a vocational degree or certificate.

Figure III.4B.01: Percent of Students with Vocational Preparation Goals, 1985 - 1994

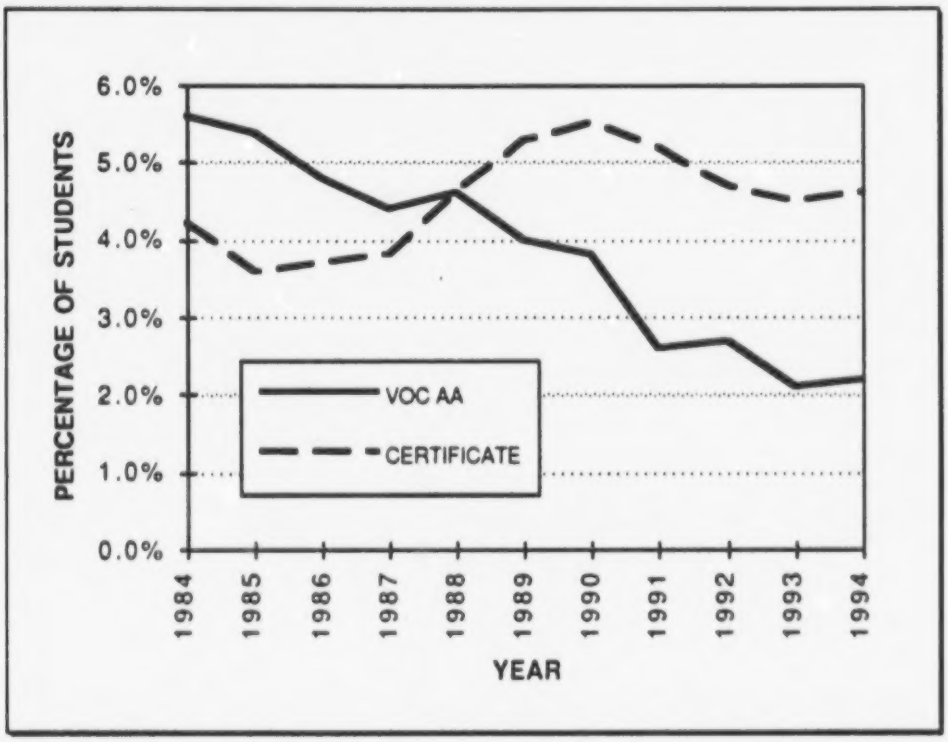
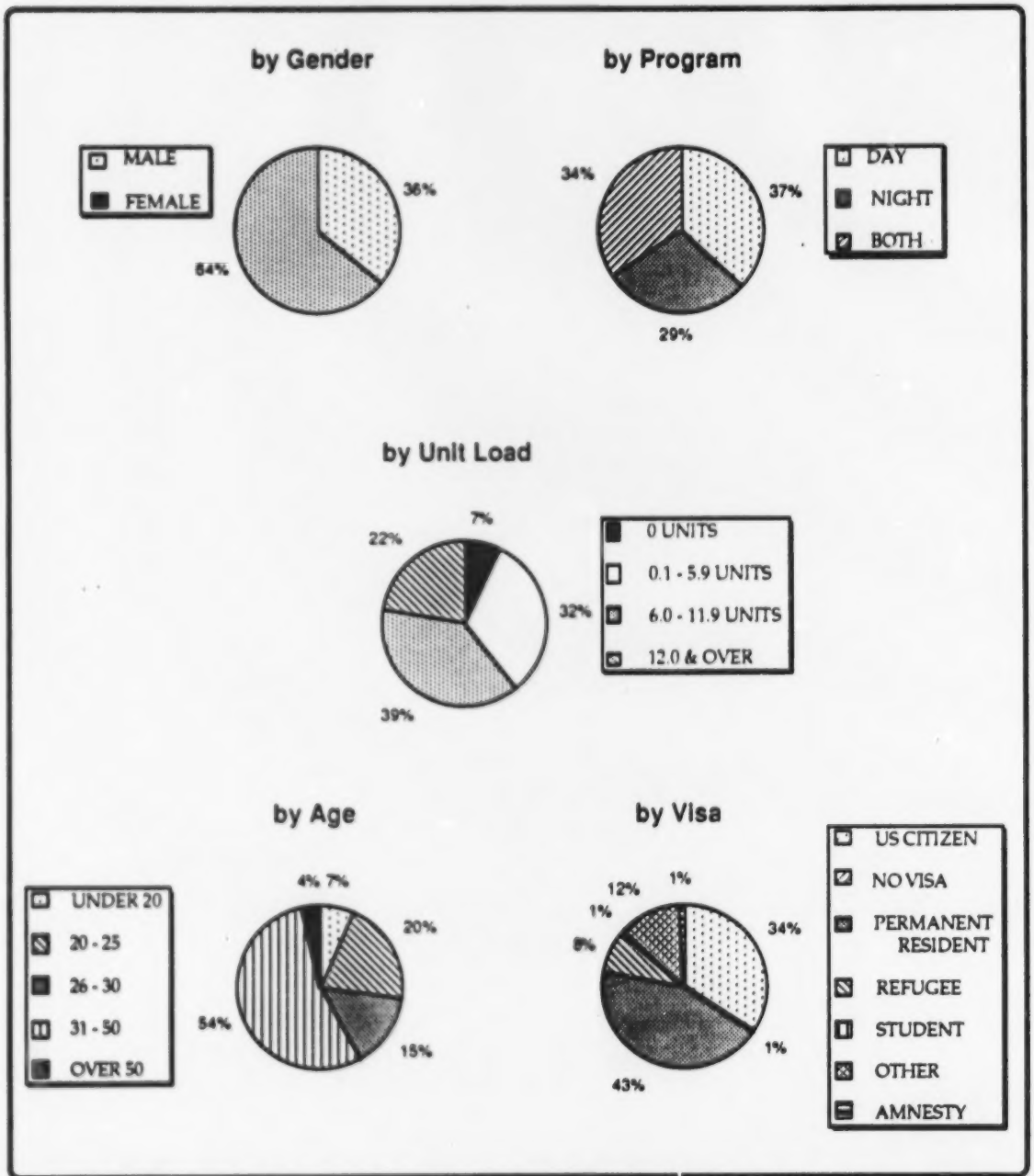


Table III.4B.01: Vocational Preparation Students by Ethnicity

ETHNICITY	FALL 1992	FALL 1993	FALL 1994
Caucasian	58.7%	62.9%	67.1%
Hispanic	22.9%	22.7%	20.8%
Asian	9.1%	6.8%	5.8%
Filipino	5.0%	4.8%	3.7%
African-American	1.7%	1.4%	1.8%
American Indian	0.4%	0.2%	0.2%
Other	2.1%	1.3%	0.6%

Figure III.4B.02: Characteristics of Vocational Preparation Students in Fall 1994



NOTE: In these pie charts (and all pie charts in the *Campus Profile*), the top category listed in the chart's legend corresponds to the first pie slice starting at 12 o'clock in the chart. The second category corresponds to the second clockwise slice, and the categories continue clockwise around the pie.

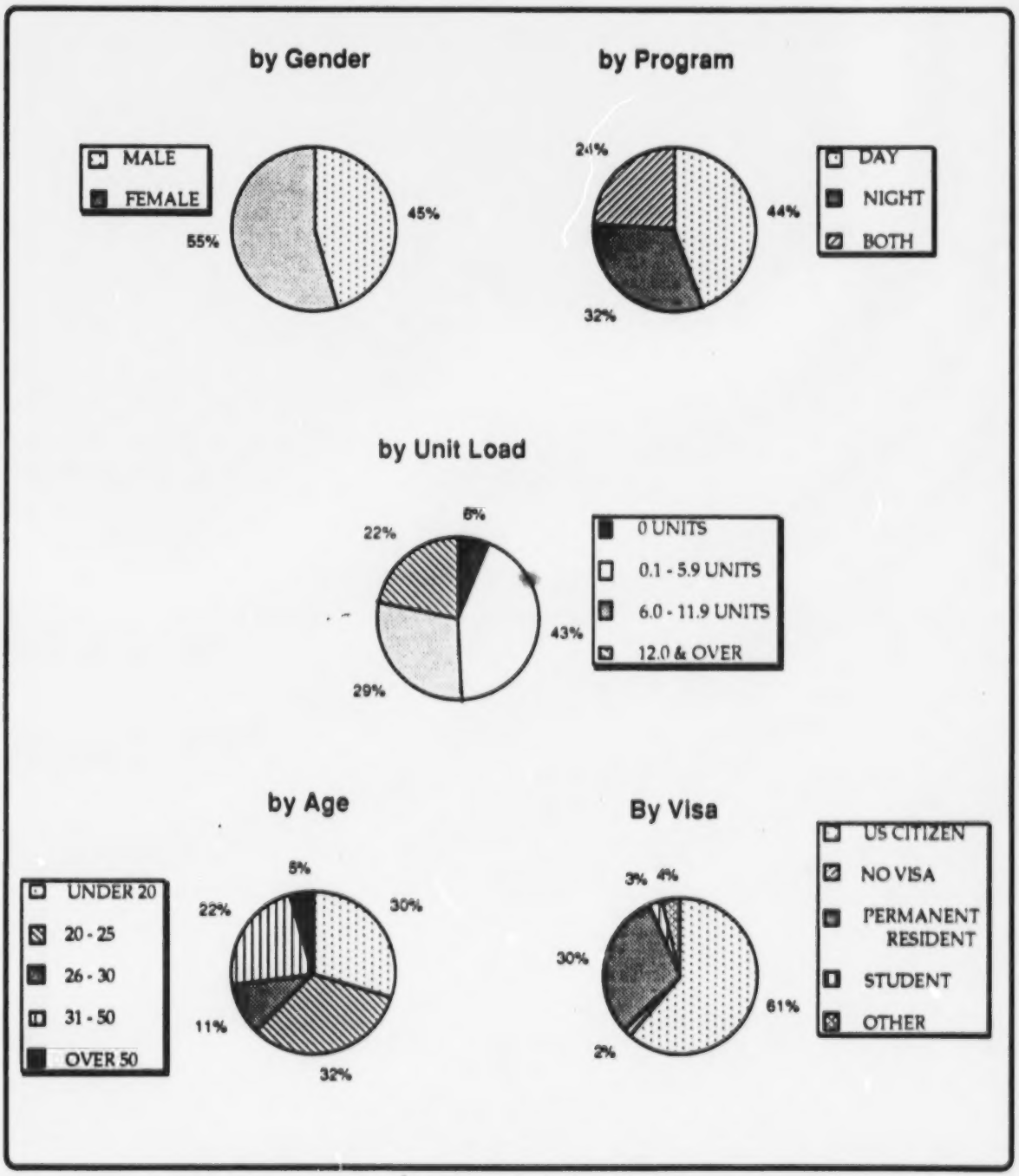
SECTION III.4C: CHARACTERISTICS OF PERSONAL INTEREST STUDENTS

In Fall 1994, 2429 students (17.2% of all credit students) stated that their educational goal was personal interest.

Table III.4C.01: Personal Interest Students by Ethnicity

ETHNICITY	FALL 1992	FALL 1993	FALL 1994
Caucasian	56.5%	51.9%	50.3%
Hispanic	24.5%	25.6%	26.7%
Asian	12.1%	14.7%	14.6%
Filipino	3.9%	4.9%	5.0%
African-American	1.8%	1.8%	2.3%
American Indian	0.4%	0.5%	0.4%
Other	0.7%	0.5%	0.7%

Figure III.4C.01: Characteristics of Personal Interest Students in Fall 1994



NOTE: In these pie charts (and all pie charts in the *Campus Profile*), the top category listed in the chart's legend corresponds to the first pie slice starting at 12 o'clock in the chart. The second category corresponds to the second clockwise slice, and the categories continue clockwise around the pie.

SECTION III.5: DEGREES COMPLETED

Figure III.5.01: Number of Degrees Completed

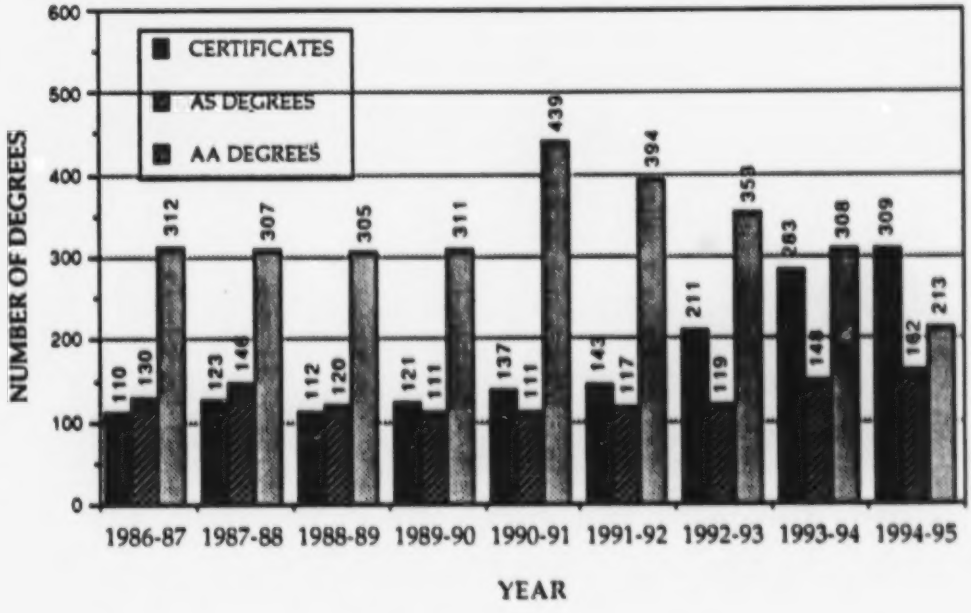


Table III.5.01: Degrees Awarded by Gender, 1994-95

	AA DEGREES		AS DEGREES		CERTIFICATES	
GENDER	Number	Percent	Number	Percent	Number	Percent
Male	79	37.1%	42	25.9%	100	32.4%
Female	134	62.9%	120	74.1%	209	67.6%
Total	213	100.0%	162	100.0%	309	100.0%

Table III.5.02: **Degrees Awarded by Ethnicity, 1994-95**

	AA DEGREES		AS DEGREES		CERTIFICATES	
ETHNICITY	Number	Percent	Number	Percent	Number	Percent
Caucasian	102	47.9%	68	42.0%	188	60.8%
Hispanic	34	16.0%	19	11.7%	42	13.6%
Asian	51	23.9%	47	29.0%	52	16.8%
Filipino	9	4.2%	21	13.0%	2	0.7%
African-American	1	0.5%	2	1.2%	6	1.9%
American Indian	8	3.8%	1	0.6%	9	2.9%
Other	4	1.9%	3	1.9%	5	1.6%
Unknown	4	1.9%	1	0.6%	5	1.6%
Total	213	100.0%	162	100.0%	309	100.0%

Section III.5A *Associate in Arts Degrees*

Table III.5A.01: Associate in Arts Degrees Completed, 1992 - 1994

MAJOR	1992-93 AA	1993-94 AA	1994-95 AA
Applied Arts	128	103	42
Biological Science	0	3	3
Business Administration	0	5	8
Choreographic Studies & Dance Techniques	0	0	
English	0	1	
Foreign Language: Spanish	0	1	1
Foreign Language: French	0	0	2
Foreign Language: Two Languages	0	0	
Humanities	160	122	67
Interdisc. Hum.: East-West Cult. and Civ.	0	0	
Interdisc. Hum.: Creativity	0	0	
Interdisc. Hum.: American Res. to Other Cult.	0	0	
Liberal Arts	2	13	15
Mathematics	0	0	2
Media/Communications: Journalism	0	0	
Media/Communications: Television	0	0	1
Music	0	0	1
Physical Education	0	0	2
Physical Sciences	0	0	
Science	56	25	26
Social Science	3	11	35
Speech/Communication	0	2	2
Theatre Arts: Theatre Arts	0	0	
Theatre Arts: Acting	0	0	
Visual Arts: Art History			
Visual Arts: Two-Dimensional	2	2	3
Visual Arts: Advertising Art			
Visual Arts: Three-Dimensional	1	2	3
Visual Arts: Art History	0	0	
Total	352	290	213

NOTES:

1) *Italicized* majors are no longer offered; they do not appear in the 1994-95 Catalog.

2) If a table cell contains a zero (0), no degrees or certificates were awarded for that major in that year (but the degree or certificate was offered).

3) If a table cell is blank, no degrees or certificates were awarded for that major in that year, and a degree or certificate for that major was not offered in that year.

Section III.5B *Certificates and Associate in Science Degrees*

Table III.5B.01: Certificates and Associate in Science Degrees Completed, 1992 - 1994

MAJOR	92-93 AS	92-93 Cert.	93-94 AS	93-94 Cert.	94-95 AS	94-95 Cert.	3-Year Total
Accounting	15	9	16	13	28	28	109
Administration of Justice	3	5	3	8	5	8	32
Advertising Art	1	1	2	4	2	7	17
Airline Administration							0
Apprentice Electronics Technician				0	0	1	1
Architectural Drafting and Design	0	0	2	6	1	0	9
Art	1	0	0	3	1	7	12
Art History	0	0	0	0	0	1	1
Aviation and Transp.: Aircraft Powerplant Maint.	4	26	4	8	2	1	45
Aviation and Transp.: Aviation Administration	3	3	1	1	2	1	11
Aviation and Transp.: Flight Attendant	0	2	0	0			2
Aviation and Transp.: Pilot Training	2	0	6	2	3	5	18
Banking	1						1
Bookkeeping	2	7	3	13	7	12	44
Business Admin.: Financial Planning and Investment	1	0	0	0	0	1	2
Business Admin.: General Business	0	0	2	3	4	8	17
Business Admin.: International Business	1	1	4	1	2	9	18
Business Admin.: Small Business	0	0	1	3	1	4	9
Business: Banking Credit		1					1
Business: Banking Operations					1		1
Business: Data Processing						1	1
Business: General	1			1	1		3
Business: General Office	1	3	1	1	3	2	11
Business: Marketing & Distribution							0
Business: Medical Assistant (Administrative)							0
Business: Secretary, Executive				1			1
Business: Secretary, General	1			1		1	3
Business: Secretary, Legal	2	3	3	2	3	2	15
Business: Word Processing Specialist			1				1
Ceramics	0	0	0	0	0	1	1
Child Development/Teaching: Infant Toddler	1	2	1	2	2	4	12
Child Development/Teaching: Nursery School	3	11	4	5	6	15	44
Child Development/Teaching: School Age Extended Care	0	2	3	0	1	2	8
Choreographic Studies & Dance Technique	2	1	2	3	1	2	11
Clerical Trainee				1			1
Computer Information Systems: Large System Computing	0	0	0	0	0	1	1
Computer Information Systems: Microcomputer	1	0	0	3			4
Computer Information Systems: Programming	0	0	1	2	1	2	6
Computer Integrated Manufacturing Technician							0
Computer Numerical Control Technician	0	0	0	1			1
Computer Operations Technician				0			0

MAJOR	92-93 AS	92-93 Cert.	93-94 AS	93-94 Cert.	94-95 AS	94-95 Cert.	3-Year Total
Computer Programming Technician				0			0
Computer Science	0	3	3	2			8
Computer Software Technician	2	2	0	3	1	4	12
Computer Technician							0
Computer-Software Technician							0
Cosmetology	0	1	0	0			1
Data Processing: Large System Computing	0	0	0	0		2	2
Data Processing: Programming	1	0	0	0	4	4	9
Data Processing: Small Business				1	1		2
Desktop Publishing				0			0
Dietary Service Supervisor	0	17	0	10		12	39
Drafting/Electro-Mechanical Design	3	5	0	2	4	4	18
Electronics and Comp. Tech.: Automation Sys. Tech.	0	1	0	1	0	2	4
Electronics and Comp. Tech.: Automation Technologist		2	1			1	4
Electronics and Comp. Tech.: Computer Systems Specialist		3		1	1	1	6
Electronics and Comp. Tech.: Computer Systems Tech.	0	3	0	1	1	5	10
Electronics and Comp. Tech.: Electronics Eng. Technician	1	4	4	3	1	6	19
Electronics and Computer Technology	2		1	1			4
Escrow	0	0	0	1	0	14	1
Fashion Design	0	8	1	8	3	1	31
Fire Technology	1	0	0	1	0	26	6
Food Service Management	0	9	1	17			53
International Business Specialist			0	0	0	0	0
Journalism	0	0	1	0	0	1	2
Machine and Manufacturing Technology: Machinist	0	1	0	0	0	1	2
Machine and Manufacturing Technology: Manu. Tech.	0	0	0	0	0	1	1
Machinist	1	5	1		1		8
Management	3	6	2	5	3	6	25
Manufacturing Engineering	0	1	0	0	0	1	2
Manufacturing Technology							0
Manufacturing Technology: Machine Operator				1			1
Manufacturing Technology: Numerical Control Tech.			1				1
Marketing	1	2	0	1	1	1	6
Marketing Specialist		0		0			0
Medical Administrative Services: Medical Front Office	0	0	1	1	2	7	11
Medical Administrative Services: Medical Secretary	0	0	0	0	0	1	1
Medical Administrative Services: Medical Transcription	0	0	0	1	1	1	3
Microcomputer Repair Technician		2		7	0	3	12
Microcomputer Software Operator				0			0
Music	2	2	3	2	1	2	12
Music: Professional							0
Music: Teaching							0
Nursing: Registered Nursing	43	0	40	0	40	0	123
Nursing: Vocational Nursing	5	13	2	30	0	13	63
Office Administration: Administrative Assistant	0	4	1	1	1	1	8
Office Administration: Executive Secretary	0	0	0	0			0

MAJOR	92-93 AS	92-93 Cert.	93-94 AS	93-94 Cert.	94-95 AS	94-95 Cert.	3-Year Total
Office Administration: General Office	2	7	2	15	9	17	52
Office Administration: General Secretary	0	1	1	3		2	7
Office Administration: Legal Secretary	0	3	2	4	1	3	13
Office Administration: Secretary			0	0			0
Photography	0	1	0	2	1	2	6
Real Estate	3	4	0	6	3	7	23
Recreation Leadership	0	0	0	0			0
Specialist in Alcohol/Drug Abuse	2	19	2	34	1	27	85
Technical Graphics and Design	2	0					2
Television Production Technology				1			1
Television Production: Corporate Television	0	0	0	1	1	0	2
Television Production: Mass Media	0	0	2	1	2	0	5
Television Production: Videography	0	0	0	2			2
Theatre Arts	0	0	1	0	1	1	3
Welding, Occupational (Combination Welder)	0	3	2	5	0	3	13
Total of Certificates and AS's	120	209	135	263	162	309	1198

NOTES:

1) *Italicized* majors are no longer offered; they do not appear in the 1994-95 Catalog.

2) If a table cell contains a zero (0), no degrees or certificates were awarded for that major in that year (but the degree or certificate was offered).

3) If a table cell is blank, no degrees or certificates were awarded for that major in that year, and a degree or certificate for that major was not offered in that year.

SECTION IV:
STAFF COMPOSITION

SECTION IV.1: PRESENT WORKFORCE

The tables below present the current workforce by gender and ethnicity. Each table represents employees in the categories of 1) management, 2) faculty, 3) professional non-faculty, 4) clerical, 5) technical/para-professional, 6) skilled craft, and 7) service/maintenance.

Table IV.1.01 **Staff Composition by Gender, Fall 1994**

CATEGORY	MALE		FEMALE		TOTAL	
1) EXEC/ADM/MGMT						
Academic	9	39.1%	14	60.9%	23	100.0%
Classified	14	58.3%	10	41.7%	24	100.0%
2) FACULTY						
Regular	103	52.3%	94	47.7%	197	100.0%
Temporary	185	48.9%	193	51.1%	378	100.0%
						100.0%
3) PROF/NON-FACULTY	0	0.0%	11	100.0%	11	100.0%
4) CLERICAL/SECRETARY	14	11.5%	108	88.5%	122	100.0%
5) TECH/PARA-PROFESSIONAL	27	31.0%	60	69.0%	87	100.0%
6) SKILLED CRAFTS	5	100.0%	0	0.0%	5	100.0%
7) SERVICE/MAINTENANCE	33	60.0%	22	40.0%	55	100.0%
Total	390	43.2%	512	56.8%	902	100.0%

Table IV.1.02 **Staff Composition by Ethnicity, Fall 1994**

CATEGORY	Am. Indian	Asian	Black	White	His-panic	Fili-pino	Pac. Isld.	TOTAL
1) EXEC/ADM/MGMT								
Academic	1	1	1	19	0	0	0	23
Classified	0	0	3	17	3	1	1	24
2) FACULTY								
Regular	3	12	5	161	14	14	2	197
Temporary	2	25	12	317	18	18	1	378
3) PROF/NON-FACULTY	0	1	0	9	1	0	0	11
4) CLERICAL/SECRETARY	1	5	1	102	9	4	0	122
5) TECH/PARA-PROFESSIONAL	0	5	4	67	9	2	0	87
6) SKILLED CRAFTS	0	0	1	2	1	1	0	5
7) SERVICE/MAINTENANCE	0	2	6	13	32	2	0	55
Total	7	51	33	707	87	13	4	902

SECTION IV.2: AB 1725 RATIOS

AB 1725 directed the community colleges to strive towards having 75% of their instruction by full-time faculty. Below are the college's ratios of full-time to part-time faculty for Fall 1994.

Table IV.2.01 **AB 1725 Ratios, Fall 1994**

DIVISION	FULL-TIME	PART-TIME
Aviation	97.5%	2.5%
Allied Health	87.5%	12.5%
Biology	73.9%	26.1%
Business	49.0%	51.0%
Visual/Performing Arts	49.6%	50.4%
Physical Education	73.6%	26.4%
ESL	35.6%	63.4%
Language Arts	57.8%	42.2%
Math	51.0%	49.0%
Physical Science	73.3%	26.7%
Social Science	59.8%	40.2%
Technical Education	65.6%	34.4%
Student Development	100.0%	0.0%

SECTION IV.3: STAFF DEVELOPMENT

The expenditures for the Staff Development program in 1994-95, including district and AB 1725 funds, was $110,436.54. The graphs below show the origin of funds and expenditures.

Figure IV.3.01 Staff Development Budget, 1994-95

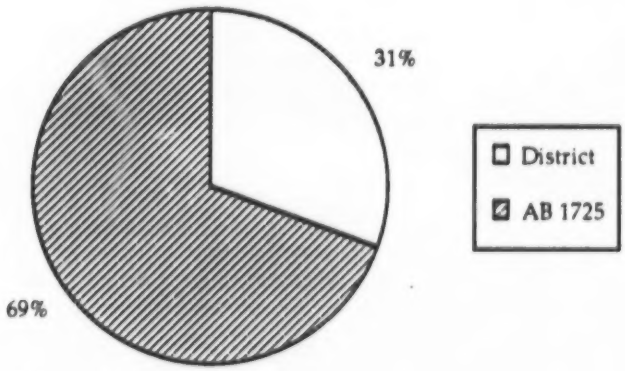
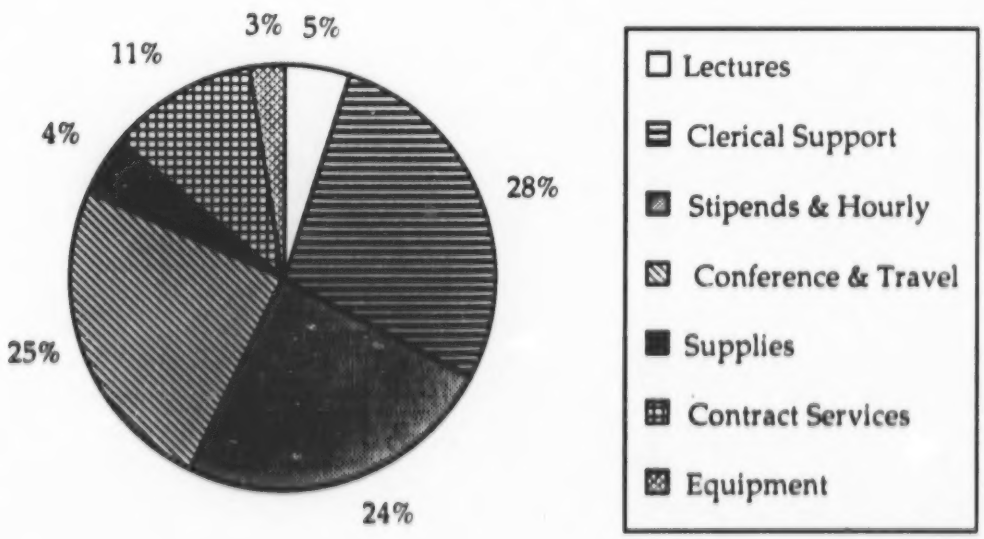


Figure IV.3.02 Staff Development Expenditures, 1994-95



SECTION V:
FISCAL CONDITION

SECTION V.1: GENERAL REVENUE

The Chancellor's Office reports annually on the fiscal operations of all colleges. This information is provided so as to compare Glendale to statewide expenditures. The most recent information is for the fiscal year 1993-94 and comparisons between the college and statewide averages are provided.

Section V.1A *Major Revenue Sources*

The tables below present the dollar amounts of General Fund revenues available from major sources for fiscal years 1986-87 to 1993-94 for both Glendale and for all California community colleges. For the first time (since the passage of Proposition 13), local revenues exceeded state revenues, and local revenues were a majority of all revenues both for the college and statewide.

Table V.1A.01: General Fund Revenues: Glendale

YEAR	STATE	LOCAL	FEDERAL	TOTAL
1986-87	17,998,813	4,501,076	789,461	$23,289,350
1987-88	21,676,896	5,320,793	950,207	$27,947,896
1988-89	23,185,794	6,650,949	1,461,287	$31,298,030
1989-90	27,440,805	6,914,064	1,571,340	$35,956,209
1990-91	26,902,798	7,827,232	1,741,019	$36,471,049
1991-92	26,661,275	8,671,499	1,847,618	$37,180,392
1992-93	22,462,608	14,086,900	1,530,518	$38,080,026
1993-94	21,621,010	24,860,781	1,957,797	$47,811,015

Table V.1A.02: General Fund Revenues: Statewide

YEAR	STATE	LOCAL	FEDERAL	TOTAL
1986-87	1,305,052,377	749,266,971	72,817,637	$2,127,136,985
1987-88	1,412,983,788	809,554,058	82,384,931	$2,304,922,777
1988-89	1,569,935,040	878,882,890	103,160,254	$2,551,978,184
1989-90	1,789,838,369	980,406,510	119,769,873	$2,890,014,752
1990-91	1,897,165,688	1,060,555,689	126,360,801	$3,084,082,178
1991-92	1,806,632,998	1,147,405,201	119,991,832	$3,074,030,031
1992-93	1,611,697,376	1,390,513,575	118,514,467	$3,120,725,418
1993-94	1,276,725,920	1,731,159,026	136,314,957	$3,144,199,903

Section V.1B *Specific GCC Revenue Sources, 1993-94*

Table V.1B.01: Specific GCC Revenue Sources, 1993-94

	$ AMOUNT	% OF TOTAL	% STATEWIDE
FEDERAL			
Forest Reserve	$0	0.00%	0.04%
Higher Education Act	597,955	1.42%	0.85%
Job Training Partnership Act	514,712	1.22%	0.47%
Student Financial Aid	211,166	0.50%	0.07%
Veterans Educational Act	686	0.00%	0.09%
Vocational Educational Act	455,801	1.08%	1.35%
Other Federal Revenues	177,477	0.42%	1.47%
SUBTOTAL	1,957,797	4.65%	4.34%
STATE			
General Apportionment	12,031,285	28.58%	30.39%
Apprenticeship Allowance	0	0.00%	0.14%
Other General Apportionments	0	0.00%	0.88%
Extended Opp. Prog. & Serv.	332,352	0.79%	1.06%
Disabled Student Allowances	390,828	0.93%	1.02%
Other Categorical Apportionments	4,634,277	11.01%	1.51%
Deferred Maint. & Special Repairs	0	0.00%	0.08%
Instructional Improvement Grants	0	0.00%	0.06%
Other Categor. Prog. Allowances	0	0.00%	1.48%
Homeowners Property Tax Relief	73,427	0.17%	0.58%
Other Tax Relief Subventions	0	0.00%	0.01%
State Lottery Proceeds	1,118,314	2.66%	2.87%
State Mandated Costs	32,874	0.08%	0.21%
Timber Yield Tax	0	0.00%	0.10%
Trailor Coach Fees	245	0.00%	0.00%
Other State Revenues	0	0.00%	0.21%
SUBTOTAL	18,613,602	44.22%	40.61%
LOCAL			
Prop. Taxes (Sec/Sup/Unsec/ERAF)	13,178,564	31.31%	40.39%
Private Contr., Gifts, Grants, etc.	46,429	0.11%	0.18%
Contract Services	2,124,518	5.05%	0.64%
Sales	56,277	0.13%	0.20%
Rentals and Leases	10,848	0.03%	0.25%
Interest and Investment Income	106,466	0.25%	0.80%
(Student Fees and Charges)		0.00%	0.00%
Community Services Classes	476,901	1.13%	0.74%
Dormitory	0	0.00%	1.09%
Enrollment	2,018,977	4.80%	5.79%
Field Trips	0	0.00%	0.01%
Health Services	229,130	0.54%	0.41%
Instruc. and Other Materials (req.)	0	0.00%	0.16%
Insurance	0	0.00%	0.01%
Student Records	98,947	0.24%	0.07%
Nonresident Tuition	1,950,533	4.63%	2.19%
Parking Services	141,156	0.34%	1.00%
Other Student Fees	940,743	2.23%	0.35%
Sales of Instructional Materials	0	0	0.01%
Other Local Revenues	140,776	0.33%	1.66%
SUBTOTAL	21,520,265	51.13%	55.06%
TOTAL REVENUES	**$42,091,664**	**100.00%**	**100.00%**

SECTION V.2: EXPENDITURES

Section V.2A *General Fund Activity 1991-92 to 1993-94*

INSTRUCTION:	Code	1991-1992	1992-1993	1993-94
Architecture & Envirn. Design	0200	87,600	89,350	30,389
Biological Science	0400	616,129	625,270	627,232
Business & Management	0500	1,616,803	1,460,367	1,520,300
Communications	0600	117,010	84,258	119,130
Computer and Inform. Science	0700	634,677	583,328	682,435
Education	0800	1,107,228	1,120,597	1,127,060
Engineering & Related Technologies	0900	1,151,968	1,192,508	1,035,078
Fine and Applied Arts	1000	1,480,893	1,316,003	1,294,760
Foreign Language	1100	352,857	288,353	307,551
Health	1200	858,824	897,246	985,533
Consumer Educ. & Home Economics	1300	739,521	746,296	779,812
Law	1400	99,759	101,792	54,131
Humanities	1500	3,915,709	3,853,296	4,274,687
Mathematics	1700	1,039,384	1,065,360	1,143,145
Physical Science	1900	942,344	879,294	892,188
Psychology	2000	288,201	269,811	294,560
Public Affairs & Services	2100	183,487	254,934	246,395
Social Sciences	2200	1,454,370	1,389,036	1,358,747
Commercial Services	3000	247,783	172,011	180,814
Interdisciplinary Studies	4900	732,840	1,067,855	1,046,542
SUBTOTAL	0100-5900	$17,667,387	$17,456,965	$18,000,489
ADMINISTRATIVE AND SUPPORT:				
Instructional Administration	6000	2,242,630	2,194,286	2,041,156
Instructional Support Services	6100	3,917,750	3,996,695	5,279,923
Admissions & Records	6200	1,000,109	1,005,754	1,199,396
Counseling & Guidance	6300	1,571,555	1,608,432	1,561,544
Other Student Services	6400	2,096,004	2,031,949	2,293,005
Operation & Maint. of Plant	6500	2,639,911	2,622,510	2,734,716
Planning & Policy Making	6600	1,053,200	970,033	1,108,640
Gen. Institutional Supp. Services	6700	4,239,016	4,066,237	4,659,232
SUBTOTAL	6000-6700	$18,760,175	$18,495,896	$20,877,612
OTHER ACTIVITIES:				
Community Services	6800	287,788	344,899	402,530
Ancillary Services	6900	563,147	533,603	502,066
Auxiliary Operations	7000	537,548	649,770	996,048
Phy. Prop. & Related Acquis.	7100	0	156,733	131,537
Long-term Debt	7200	0	0	0
Transfers & Payments to Students	7300	50,100	1,041,271	865,837
SUBTOTAL	6800-7300	$1,438,583	$2,726,276	$2,898,018
TOTAL		$37,180,392	$38,679,137	$41,776,119

Section V.2B *Expenditure Comparisons to State Averages*

The tables below provide comparisons percentages by expenditure activity for the college and statewide averages for 1993-94.

Table V.2B.01: General Fund Expenditures as a Percentage of Total Expenditures

CATEGORY (Objects 1000-5000)	Glendale	Statewide
Certificated Salaries	43.40%	43.70%
Classified Salaries	20.61%	22.74%
Employee Benefits	14.55%	16.78%
Supp. & Materials/Oper. Expenses	16.71%	13.74%
TOTAL	**95.26%**	**96.96%**

ADMINISTRATIVE AND SUPPORT (Objects 6000-6700)	Glendale	Statewide
Instructional Administration	5.25%	6.03%
Instructional Support Services	13.58%	3.48%
Admissions and Records	3.09%	2.19%
Counseling & Guidance	4.02%	4.42%
Other Student Services	5.90%	5.49%
Operations & Maintenance	7.03%	9.33%
Planning & Policy Making	2.85%	3.18%
Gen. Institutional Support Services	11.98%	11.61%
TOTAL	**53.70%**	**45.73%**

SECTION V.3: GENERAL FUND BALANCES

The tables below provide a brief summary of the enrollment, FTES , and revenues for the last several years.

Section V.3A *District Data Summary*

Revenues are based primarily on FTES (full-time equivalent students). This tables compare (overall) Attendance FTES to general fiscal activity.

Table V.3A.01: District Data Summary—FTES & Fiscal

Fiscal Year	Attendance FTES*	Ending Fund Balance	Total Revenue	Expenditures (Obj. 1000-5000)
1990-91	11,356	$2,033,120	$36,471,049	$35,864,500
1991-92	11,580	$2,180,104	$37,180,392	$36,959,838
1992-93	11,430	$2,245,634	$38,080,026	$36,943,585
1993-94	10,730	$2,703,583	$42,091,664	$38,971,528

Section V.3B *Actual Attendance FTES*

Attendance FTES includes credit and non-credit, resident and non-resident students, and began as the "accounting" system in 1991-92. Previously, the fiscal calculations were done differently based on ADA (average daily attendance). The college goes not receive funding for non-residents from the state

Table V.3B.01: District Data Summary—FTES Components

Year	Resident	Non-Resident	Apprentice	Credit	Non-Credit	Total
1991-92	10,937	629	0	9,719	1,860	11,580
1992-93	10,749	661	13	9,599	1,832	11,430
1993-94	10,057	673	21	8,916	1,814	10,730